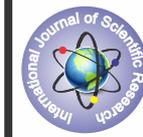


## Academic Achievement and Achievement Motivation as correlates of Academic Stress among Secondary School Students



Education

KEYWORDS:

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### ABSTRACT

*Academic Stress -- a mental distress product of a combination of academic related demand that exceed the adaptive resources available to students - among secondary school students has been studied in relation to academic achievement and achievement motivation. The present study comprised of a sample of 300 secondary school students of government model schools of Patiala and two tools used to collect the data -- Bishit Battery of Stress Scales by Bishit, Deo-Mohan Scale of Achievement Motivation. Academic achievement of students was noted down from the school records. The purpose of the was to identification of highly stressed and low stressed students of secondary school as well as the study strives to compare the relationship between academic stress with academic achievement and achievement motivation. The results of the study revealed that out of 300 secondary school students 26 percent of students have high level of academic stress, 25 percent of students have low level of academic stress and 49 percent of students fall on an average level of academic stress. Academic stress is negatively related with academic achievement and achievement motivation among secondary school students.*

### Introduction

Education today is trapped in the belief that high course on any kind of test, may be ability or performance, have something to do with becoming a wise, intelligent and well educated person. It assumes that if teachers teach academic subjects and if students learn the specified content area, they will some-how become. It has linkage with the issue of academic achievement (Kaur, 2012).

Modern life is full of stress and strain. Everyone in this world faces stressors which cause stress, in one or the other areas of life. In this modern world, man is making various kinds of adjustments in his social, psychological, economic, religious and political spheres. These adjustment problems have become manifold in the recent year due to multifactor causes such as individualization, urbanization, industrialization and many more. An individual does not feel satisfied with what he has and is always in search of what he does not possess. This constant here to have more had led him to lead a life full of stresses and strains. The word 'stress' is derived from the Latin word 'stringer', which means "to be draw tight". The desire to achieve more and more and enjoying all the material happiness is causing a lot of physical and mental stress and the consequences are too evident. Stress has a direct impact on brain because emotions, thoughts, anxiety and dreams generate from the brain, when the brain has to work beyond its capacity it leads to mental stress. Paschat et al. (1984) was discovered through a meta-analysis of fifteen quantitative studies effect of home work stress on achievement of students and concluded that stress of homework did have a positive effect on achievement, especially in certain grade levels. Specifically traditional daily and graded homework had the greatest positive impact on student achievement in the fourth and fifth grades. Easton and Bennett (1989) studied the effects of academic stress among various ethnic or socio-economic groups. They found that students in predominantly minority school do less homework than those in predominantly white schools. In addition students in schools that was identified as low performing and that have high percentages of students in poverty done less home work than students in more high performing and high socio economic groups. Jones (1991) studied the existence of any gender specific differences in the perceived antecedents of academic stress. The sample consisted of 272 students 112 girls and 160 boys attending high school. The result revealed that girls and boys of high school age differently experience the antecedents of academic stress and that adolescent girls experience greater academic stress than boys.

Academic achievement is the outcome of the training imparted to a student by teacher in a school, particularly in the class which is contingent upon pupil characteristics as well. But the school conditions, being equal to all provide an opportunity to students to

excel in their learning in a differential manner. Academic achievement refers to a student's success in meeting short or long term goals in education. Academic achievement may also refer to a person's strong performance in a given academic arena. Academic achievement may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Academic achievement is the performance of students in the field of education and the types of environment found at home play a very important role in determining academic achievement in children. The environment assessed in home was related to emotional and verbal responsiveness, acceptance of child's behaviour, provision of play materials, parental involvement with child and opportunities for variety in daily stimulation. Schultz (1993) examined relationships among achievement motivation and academic achievement in an urban elementary school population of 130 African-American and Hispanic fourth- through sixth-grade students. Results indicated that socio-economic advantage and achievement motivation were significant mediators of academic achievement among minority children's. Wambach (1993) described a study of motivational factors influencing 19 first-year students who made the dean's list their first quarter in college, despite a poor academic performance in high school. He applied Weiner's attribution theory of motivation. Study revealed that most students attributed their prior academic performance to a lack of motivation.

The term 'Achievement Motivation' has been defined by psychology as the tendency to maintain and increase individual proficiency in one's area of work. It is an urge to improve achievement motivation which affects the behaviour of an individual. The psychology of achievement motivation is engaged to run research projects aiming at a better understanding of an individual's performance and human resources as well as the development of assessment and intervention technique to increase achievement motivation. Most of us develop a strong urge to assert ourselves to achieve to get recognition in some shape or form. This has been called motive to achieve or mastery motive. Etymologically the term 'Motivation' is derived from the Latin word 'Movere' which means 'to move'. Thus in literal sense, motivation means the process of arousing movement in organism. It is the process of arising action, sustaining activity in progress, regulating, and directing pattern of activity through energy transformations within the tissue of organism. Some of the aspects of motivation are stressed by the term incentive, tension, desire, determination, need, urge, wish, want, and will, belonging, bias, prejudice, art, readiness, purpose and the like. In the literature, "Achievement Motivation" is an attribute of an autonomous man, is

the surprise that is felt when people show different levels of striving and hard work towards success or achievement. Achievement motivation is a concern for excellence which involves planning, excitement and a specific set of action strategies. It plays significant role in the total shaping of behaviour and personality, which in turn shapes the economic and social destiny of the nation. The concept of achievement motivation has been applied frequently in the psychological literature to account for the behavior of different cultural and economic backgrounds. Chaudhari (1975) studied the achievement motivation and academic achievement of the high school students. The study revealed that the brighter achievers had brighter achievement motivation, and male and female students differed in the achievement motivation. Gupta and Bagchi (1989) studied the relationship between achievement motivation and academic achievement for the students in Kolkata School. The results found that the girls had higher achievement motivation scores than the boys, the relationship between achievement motivation and academic achievement was positively significant. Mudd and Margaret (2010) studied student choice: A motivational strategy to increase achievement among middle school students. The study revealed that there was no significant difference between students' academic achievement with the presence of student's choice as a motivational energy. The participants became motivated when given opportunities for choice.

### Objective of the Study

1. To identify highly stressed and low stressed students of secondary school.

2. To find out the relationship between academic stress with academic achievement and achievement motivation.

### Hypothesis of the Study

1. More number of secondary school students have high level of academic stress.

2. There is significant relationship between academic stress with academic achievement and achievement motivation.

### Delimitation of the Study

The present study was delimited to the secondary school students of the three Model Schools of Patiala only.

### Tool

Two tools used to collect the data -- Bisht Battery of Stress Scales by Bisht, Deo-Mohan Scale of Achievement Motivation. Academic achievement of students was noted down from the school records.

### Data Collection

The data for conducting the study was collected from 300 secondary school students of the three Model Schools of Patiala. 100 students from each school were selected for the study.

### Statistical Techniques

To interpret the data, mean, median, mode, standard deviation, t-test and correlation were used.

### Results and Interpretation

1. The first objective of the study was to identify highly stressed and low stressed students of secondary school. It revealed that out of 300 secondary school students 26 percent of students have high level of academic stress, 25 percent of students have low level of academic stress and 49 percent of students fall on an average level of academic stress.

2. The second objective of the study was find out the relationship between academic stress with academic achievement and achievement motivation. The study revealed that values of correlation coefficient of academic stress with academic achievement and academic stress with achievement motivation is -0.082 and -0.042 there is negative correlation between academic

stress with academic achievement and achievement motivation.

### Conclusions

After analyzing and interpreting the data, it may be inferred that majority of students fall on an average level of academic stress and academic stress is negatively related with academic achievement and achievement motivation among secondary school students

It is recommended that parents should adopt parenting styles, guided to encourage and appreciate their child that will enhance motivated and to help them perform well in school and the student should be given proper training for time management so they are able to utilize the time in proper manner leading to be better self-regulatory practices and less stress.

**Table-1 Correlation Coefficients between Academic Stress and Academic Achievement**

Correlation Variables	N	R	Level of Significance
Academic stress and academic achievement	300	-0.082	Not Significant

**Table 2 Correlation Coefficients between Academic Stress and Achievement Motivation**

Correlation Variables	N	R	Level of Significance
Academic stress and achievement motivation	300	-0.042	Not Significant

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